

# FOLIO

THE UNIVERSITY OF ALBERTA STAFF BULLETIN

EDMONTON 7, ALBERTA



## Words to today's graduate

*At the four parts of Spring Convocation, 1971, Reports on the University were given by HENRY KREISEL, Vice-President (Academic); D. G. TYNDALL, Vice-President (Finance and Administration); W. D. NEAL, Vice-President (Planning and Development); and MAX WYMAN, President. Convocation addresses were given by four of the honorary degree recipients: IAN MC TAGGART COWAN, Dean of Graduate Studies at the University of British Columbia; the Most Reverend ANTHONY JORDAN, Archbishop of the Roman Catholic diocese of Edmonton; GEORGE F. G. STANLEY, Canadian historian and Curator of the Davidson Collection; and RALPH F. SHANER, Professor of Anatomy at The University of Alberta. Excerpts from the Reports and addresses are printed below.*

HENRY KREISEL

(May 31)

If the University as an institution is likely to face a period of uncertainty, the same is also true of our graduates. We are all acutely aware that economic conditions in our country have changed dramatically in the last two years or so and that university degrees at all levels no longer provide automatic passports to well-paying jobs. After the experience of the 60's when university graduates had their pick of many jobs, this has come as a great shock. The problem, to be sure, is not really a university problem. It is a problem society as a whole must grapple with. Universities cannot be employment agencies, and university education could never be justified solely in terms of improved job prospects. It has always been something that has to be undertaken, at least in part, for its own sake. Nevertheless, graduates have a right to expect that society will find ways in which to use the skills, the knowledge, the imagination, which that society itself, through the institutions it established, has helped them to develop. We have created in this country an extraordinary reservoir of creative potential which we now seem unable to use. It is a very strange situation. For not so long ago we complained bitterly about the so-called brain-drain, and bewailed the fact that we did not have a sufficient number of highly-educated people to help in the development of this country. It cannot surely be that Canada has so suddenly, and in so short a time, reached the apex of development and can no longer use the great talents of its young people. We shall have to find ways of using these talents and our young people themselves will have to help us find them.

D. G. TYNDALL

(June 1)

Our student enrolment in 1970-71 was substantially below the figure which had been projected by the University and by the Universities Commission, and on which our budgetary projections and financial commitments had been made. We had known that sooner or later the rapid expansion of enrolments which this University had experienced would cease, but we had no reason to expect that the decline in the rate of increase would be so sharp in 1970-71.

In recent years enrolments had increased at rates of 10 per cent to 16 per cent per year, but in 1970-71, the increase was only 6 per cent.

We do not fully understand all the factors which led to this sharp and unexpected drop in the rate of increase, but we believe that it represents the combined impact of a number of factors: restrictions on enrolment imposed by a number of professional schools and on enrolment at the graduate level by a number of departments where existing facilities are inadequate to permit further expansion of enrolment; the depressed economic conditions in Alberta and throughout Canada, which made it more difficult for students to find summer employment, for graduates to find suitable jobs and for parents to finance their children's education; a decline in the percentage of twelfth grade students who achieved matriculation; a substantial increase in enrolments in Alberta community or junior colleges and in vocational institutes, and a substantial increase in part-time enrolments at the University.

As a consequence of this shortfall in



full-time enrolment, our operating revenues for 1970-71 were reduced by more than \$2,500,000 below the budgeted amount.

Fortunately the provincial government, recognizing the financial crisis which this shortfall in revenue would create, agreed to offset in part the reduction in its grant which would have resulted from a mechanical application of the existing financial formulae. And we are delighted that the government has agreed to base its grants for this year and, we hope, for future years also, on projected enrolments so that our financial planning can be built on a firmer basis.

The net result was that our revenues for 1970-71 were approximately \$1,600,000 below budget. When the facts regarding University revenues for 1970-71 became known, the University immediately took steps to reduce its expenditures by instituting a hiring freeze and by eliminating or postponing all other items of expenditure which were not absolutely essential. As a consequence of these draconian measures the operating deficit for 1970-71 was held to approximately \$1,200,000. This deficit was covered by reduction of the limited operating reserves which the University had been able to build up in prior years. There can be no doubt that the measures taken to minimize expenditures during 1970-71 had an adverse affect in many ways on the University's ability to meet its obligations to its students, to its staff, and to the community which it serves.

Unfortunately, the financial situation projected for 1971-72 is not significantly better; although the number of budgeted staff at the University in 1971-72 will be less than the corresponding figure for 1970-71, and although the salary increases granted to our

personnel in the past months have been significantly less than the salary increases enjoyed by virtually all categories of employees in business, in government, and in other non-profit institutions, the University again faces the prospect of a substantial operating deficit in 1971-72. This will entail a further substantial reduction in the University's operating reserves and will mean that unless it is possible by some means to achieve a substantial increase in revenues in 1972-73, the financial situation of the University will continue to be very tight and the quality of the education services which we can provide for the people of Alberta will inevitably decline from its present high level.

These are strong words and I would be less than honest if I did not state that, however bad our financial situation may seem, it is much better than the situation at many other major Universities in this country and in the United States.

We who have spent our lives within the university believe that the contribution made by the universities to the economic, political and cultural growth of Canada over the past years has far exceeded the contribution which governments have made toward the cost of university operation; we also believe that the contribution which the universities could and should make to the continued growth of Canada in all these areas is even greater than the contributions of the past; therefore we have difficulty in understanding why the people and the governments of Canada should now be reluctant to provide the resources which are essential if that continuing contribution is to be realized. From time to time we hear dire warnings of the accelerating cost of higher education—warnings that unless something is done the country or the province will be bankrupted by these mounting costs; but many of these predictions are based upon naive extrapolations of past trends and ignore completely both the tremendous growth in resources and in government revenues, which future years will see; even more important, they ignore the causal relationship between the investment of resources in higher education and the growth in productive capabilities which that investment creates.

Some recent studies appear to indicate that the return on investment in higher education is perhaps no greater than the return which is earned by investment in industry, but these calculations consider only those economic gains which can easily be quantified, and ignore the returns in the political, social and cultural aspects of life, which must be ranked as of at least equal importance with the purely economic returns. What I am saying is that there are extremely valuable aspects of the educational process which cannot be quantified

in dollar terms and cannot be included in any comparison of the returns from investment in education with the returns from investment in industry. Therefore, if the return on higher education is comparable to that in industry, when only those quantifiable economic returns are computed, this would indicate that *more* of the country's resources could usefully and profitably be spent in higher education than is now being spent.

We are also told that the public has lost confidence in the universities and their worth to society. This has been attributed to long-haired students, student radicals, violence on campus, radical professors, over-emphasis on research, waste in university operations, and so on. I suspect that the extent of the change in public attitudes has been exaggerated and that the change is due primarily to the fact that more and more young people—and older people too—are attending universities, that universities are losing their elitist character and that what is developing is a healthy and understandable scepticism—a demand that universities provide some evidence to support their claim to so large a share of the tax dollar. I believe that we can meet that demand and I hope that those of you who are graduating today and your parents and friends will serve as ambassadors of goodwill for the University and will help those of us who serve the University on a day-to-day basis to explain to the public the importance of adequate financial support for the universities, both from government and from industry and private citizens.

W. D. NEAL

(June 2)

Approximately four years ago, complete responsibility for the planning and construction of University buildings was handed over to The University of Alberta. The year 1970-71 has seen a culmination of our efforts in taking advantage of that responsibility and of the capital resources made available by the government. During the year, we brought into full service three major academic buildings. One of these, the Biological Sciences Building, is a \$22 million dollar complex, planned and constructed under the combined auspices of the Department of Public Works and the University. This building, which was opened officially last Friday, offers not only unusual opportunities for learning and teaching but will enable the University to make a major contribution in research and development to the problems of Alberta and to the Canadian North. Another building was an addition to the Physical Education Centre and has enabled the Faculty of Physical Education to maintain its unrivalled position in that discipline in Canada and,

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*Watching the parade are LOUIS DESROCHERS Chancellor, centre; the Honourable ROBERT CLARK, Minister of Education, left; and MAX WYMAN, President of the University, right.*

indeed, in the British Commonwealth. The third building is the Central Academic Building which, as its name implies, serves for general purposes but in addition has made a major contribution to student life in that it provides excellent lounge and cafeteria facilities. Those of you with nostalgic memories may be interested to know that the Central Academic Building sits in part on the old Hot Cafeteria site.

At the present time, we have seven major academic buildings under construction. The two most advanced of these are the Law Building, in the North Garneau area, and a Basic Medical Sciences Building near The University of Alberta Hospital, part of the Health Sciences Centre. The Law Building will be in operation in September and the Basic Medical Sciences Building will be occupied in December of this year.

The other five buildings will be completed during 1972, and consist of:

A much deferred and long-awaited Fine Arts Building in the North Garneau area;

Another Faculty of Arts building will be also in North Garneau and will be a Humanities Centre;

A major addition to the Chemistry Building being built alongside and incorporated into the existing Chemistry Building; An additional phase of the Engineering Centre for Mechanical Engineering which will at last vacate the old Power House; and A library for the Social Sciences, built and incorporated into the Rutherford Library and known as Rutherford Library 2.

In addition to the seven buildings under construction, we hope within the next two months to start construction on a second Education Building to expand existing educational facilities.

Of course, the needs of the University are not confined just to academic buildings. In this connection we have completed during 1970-71 the first car parkade on the University grounds and a second parkade will be completed in the very near future. In addition, we have been working actively

with the Students' Union in the planning of a housing complex which will be built along 112 Street in the middle of the campus and which will be an important part of our Long Range Development Plan for that area. It is hoped that construction on the Students' Union Housing will commence also within the next couple of months.

In the active planning stage, we have three other new buildings, Business Administration and Commerce, Agriculture, and Household Economics. Actual construction on these buildings together with a Food Service Centre in the North Garneau area is some distance away.

The planning and construction of physical facilities is not confined just to buildings. The Department of Public Works has been planning and building a major utility tunnel system, designed to serve not only the University but also The University of Alberta Hospital and other public buildings in the vicinity. The total value of this system will be of the order of \$30 million, to serve what is in effect a small city of over 50,000 people. Those of you who have tried to move through and around the campus area in the past year will appreciate the disruption which has ensued because of the necessity to tear up and replace the roadway system while construction of utilities is in progress. At the same time, The University of Alberta has a number of physical facilities off campus, and within the limits of resources we have endeavored to provide facilities for the Faculties of Agriculture and Science and Animal Services.

The building program that is being undertaken has been designed in accordance with the Long Range Development Plan and in the implementation of this plan a number of other studies are in progress. We are, for example, trying to develop a long range landscaping plan so that as areas of the campus settle down when construction is completed we can landscape areas in accordance with an overall concept designed to increase the attractiveness of the campus and to add real character to various parts of it. Many studies also are devoted to the proper utilization and development of our site and traffic systems and to the implementation of many of the concepts of the Long Range Development Plan.

All of the activities that I have outlined add up to a major construction program. For example, the buildings under construction alone represent a total program of approximately \$34 million to which must be added major expenditures for equipment and furnishings. Quite apart from the satisfaction from meeting our own needs, this type of program makes a major contribution to the economic life of the

City of Edmonton. The University is gratified that the Province of Alberta has seen fit to support it with the necessary capital funds. In this connection also, the University is grateful to the many contributors to the 3AU Fund, without which our major construction program over the next few years would have to be curtailed.

You may well ask why we need all of the space. The fact is that this program is enabling us to catch up on space needs that have long been deferred and that have arisen from the major increases in student population over the past five years. If all of the buildings under construction were available right now, we would still be some hundreds of thousands of square feet short of the space needed for a university of our size. We have existed, but just barely, by hiring space off campus, by using old huts and houses, particularly in the North Garneau area, by pressing into use every possible square foot of space, suitable or otherwise, and by just doing without. Naturally, the addition of the space represented in the program I have outlined is eagerly awaited by many of our faculties and schools.

In this connection, I feel I must comment on a speech given yesterday by the Minister of Education, the Honourable ROBERT CLARK, and given some publicity. I quote from that speech.

"It is obviously not sensible to have a physical plant valued at well over half a billion dollars sitting semi-idle for four months of the year," and again, "We have been exerting some persuasion over the past several years to try and get the universities to go to a twelve-month operation. So far the universities have dragged their heels," and finally, "... perhaps some consideration should be given to a freeze on further buildings at the Universities of Calgary and Alberta until their utilization of existing plants has measurably improved."

I do not deny that the University should use its plant as fully as possible. But let me correct two errors:

(1) I know of no suggestion in recent years by the government that we move to a twelve-month operation. We have initiated our own studies in this respect; and

(2) The plant is certainly not really idle for four months a year. We have over 2,000 graduate students whose programs are twelve months long. We have a Summer Session enrolling almost 5,000 students for six weeks of those four months. Many of our laboratories are used continuously for on-going research and some of our classroom space for conferences and other community services. Much of our non-classroom space is jammed to the limit and some of our staff

and students are working in conditions that would not be tolerated by employees in business, or the Civil Service, or by teachers in the public schools.

However, we have been studying this question of longer operation and the answer is not as simple as the Minister apparently is advised. Let me make just a few points from our investigation.

(1) Some universities which moved to a year-around operation are abandoning their proposals.

(2) Operating costs seem to be higher—of the order of 10 per cent to 15 per cent. Is the government prepared to accept this?

(3) Additional administrative staff and often teaching staff are needed with consequent demands on additional space even though some classroom space *may* be saved.

(4) Effective university year-around operation depends in part on year-around operation of the public high schools, which feed the universities. I note that the Minister said, and I quote, "We have been studying this question for some time."

(5) Economical year-around operation requires the direction of students to enrol evenly over the whole year. Will there be the necessary winter employment available for students even if they accept this direction?

I repeat that we are prepared to study such questions objectively and responsibly. It is regrettable when they are raised in a threatening atmosphere.

... A report on planning and development of course can hardly avoid some speculation about the future. With respect to physical facilities, the short term prospects are for a major reorganization of the locus of some campus activities as we bring new buildings into use. Furthermore, some of our long range development plans can be put into effect as more permanent pedestrian and vehicle traffic patterns can be established. As various parts of the campus settle down with the removal of construction, we can implement aspects of the landscape plan, both externally and internally, in such a way that parts of the campus will start to acquire real character and vitality. It will be a different campus from that which people knew a few years ago when the population was 5,000 students or less, but the possibilities are great to develop areas that are satisfying and that contribute to human values.

Over the long term, we have a long way to go before all our physical needs are satisfied. We will plan these as our capital resources permit. It will probably be at least another eight to ten years before we can complete our major building program and renovate old buildings to bring them up to meet modern needs.

MAX WYMAN

(June 3)

With the steeply rising costs of higher education and the extensive student unrest of the 1960's, the eyes of the world have been focused on universities in a way that has brought higher education from a position of benign neglect to one of major concern. In such a situation, as one might expect, a variety of opinions have been expressed about the nature and the purpose and the governance of a university. Indeed, an extensive literature about universities and their governance has come into existence during the past ten years.

In this literature, groups within and without universities have asked and attempted to answer the question "Who shall govern a university?" During the last decade, the major objective was a shared-authority form of university government, a goal that was partially realized in Alberta with the passage of The Universities Act of 1966. However, the question "Who shall govern a university?" is now being asked again, and the de facto answer to be given during the 1970's might well differ from the answer given during the 1960's.

When the philosophy of education changed from being a privilege of the few to the right of the many, society responded by expanding university facilities at a rate without precedent in the history of man. With the rapid economic expansion which took place after the second world war, industry demanded and received a remarkable increase in the number of professionally trained people. When it became evident that knowledge is power, society demanded and received a miracle from its institutions of higher education, and yet neither students, nor staff, nor society is satisfied with the miracle that has been wrought. Why is this so?

I think one reason for dissatisfaction is that a multitude of students enter our educational institutions with a multitude of expectations whose fulfilment leaves a lot to be desired, and students therefore become frustrated and dissatisfied. Although universities grew bigger, and even became better, no one seemed to ask whether it was possible to meet, within the confines of one institution, the legitimate expectations of many thousands of students whose intelligence ranged from normal to genius, whose background ranged from the severely disadvantaged to the excessively affluent, and whose desires ranged from the breadth which a truly humanistic education can give to the depth which the specialized education of a professional seems to require. So, I ask, was it reasonable then, or is it reasonable now, to believe that these thousands of abilities, desires, and environments, could be made to flourish within one and the same garden.



Society not only demanded and received a miracle from its universities, but also placed on them a level of expected performance which no institution could meet. Society adopted a creed in which more and more education for more and more people would surely cure all of the social and economic ills of the world. When, in spite of the billions of dollars spent on education, these problems seemed to intensify rather than to diminish, society wrongly assumed its educational institutions had failed. The financial support given with enthusiastic acquiescence during the 1950's and 1960's is now given with hostility and regret. This hostile reaction has resulted in the public, through its governments, demanding and receiving a greater say in the governance of educational institutions.

What of the people in our universities who worked so hard to produce the miracle of the last decade: why are they dissatisfied? In Canada, academic staff clearly see the erosion that is taking place in the autonomy of Canadian universities, and now believe that the decision-making powers which should rightfully be theirs have been taken away, and major decisions are being made by amorphous groups whose faces can no longer be seen by the academic community. Academic staff are aware that the proud and autonomous university of the past has been replaced by the university system, and that each institution has become just one element in that system. They are also acutely aware that a cost-sharing process exists between provincial and federal governments, and that decisions made in Ottawa affect every provincial university system, and in turn these decisions are transmitted as accomplished facts to each element of the provincial system. Sincere members of the academic staff who want to help shape the future of their institutions stand helplessly by, not knowing what to do, while their institution follows a direction of which no one seems to approve.

. . . Universities cannot solve the problems of discrimination which exist in society, and, indeed, universities must continue to disregard all but academic qualifications in the appointments made to their staffs. As well meaning as President Nixon's order (forbidding discrimination) is meant to be, it insists that universities introduce the criteria of race, color, creed and sex into the appointments they will make in the future.

Legislation in some parts of the United States forbids the granting of tenure and the granting of sabbatical leaves. Teaching and other conditions of employment are now being prescribed by legislation, and where this will end no one seems to know.

Some of this I foresaw over a year ago,

and in a speech given in Atlantic City predicted that the reaction of staff to such repression would be the introduction of collective bargaining into universities. This prediction is coming true and many universities in the United States have now followed the labor movement in the adoption of such procedures.

. . . Collective bargaining is a right that was given to our people long ago, and whether it is introduced into a university setting is a decision academic staffs must make, and must make of their own accord. Fortunately . . . in Canada . . . adequate time remains for debate, discussion and decision as to the implication such procedures will have on the future of our universities.

However, we in Canada cannot be complacent because the news media seem to be reporting the thinking and types of thinking about education our governments have now accepted. It is a tragedy when the Prime Minister of Canada is quoted as saying, "It's apparent that if revolutions and revolts are going to begin on campus—if the instigators of violent dissent are going to find their natural milieu there, that there can be no more exception for the intellectual part of the community in the name of academic freedom than there can be for you and me in the name of other freedoms." It is a tragedy because the conditional "if" of the statement becomes lost, and the mind of the reader translates this into an affirmative statement that Canadian universities are now hot beds of subversion where violent revolutions are being plotted each and every day of the year, something that is both absurd and false.

All that has to be said is that Canadian universities are not now, and have never asked to be, above and beyond the laws of the land. Academic freedom is a fundamental part of the philosophy of the western world, and is not in conflict with the laws this world has chosen to adopt.

When a royal commission on security writes, "Half the population is under 25 and activities in the universities will have a considerable effect on the national climate of opinion in the future years," a paragraph of criticism not of praise, then I begin to wonder if I understand what a university education is all about. In this welter of change that now surrounds us, it is, in my opinion, a wise university that can anticipate the future, and cushion, for our young people, the shock the future is bound to bring. A society that cannot distinguish between criminal acts and the free flow of new ideas will take on all the undesirable attributes of the police state, and such a society, in the fullest sense of the word, has no future.

Of all that was written in the article in *The Edmonton Journal* under the title, "RCMP spies to return to Canada's campuses?" the closing sentence bothered me most of all. It read, "Universities themselves have, with budgets under the gun, begun cleaning house." During the McCarthy era in the United States, financial pressures were exerted on universities to rid themselves of the radicals and trouble-makers who were defined and named by one man, McCarthy himself. Those universities who resisted became strong in the subsequent years and those who complied became weak. As long as I am President of The University of Alberta, there will be no cleaning of house in the sense that such a term is used by some politicians.

Lest I seem to be overlooking our own provincial government, let me comment on the article in *The Edmonton Journal* that appeared under the headline "Clark threatens University building freeze." Although there is some reason for me to believe that the headline is misleading, and possibly false, the damage has been done. In the eyes of the public, our University stands accused of being conservative, inefficient, and dragging our heels over much needed reform, an accusation that is false.

Our University is not conservative in the sense of making a determined effort to preserve the status quo, but we are careful. Our University has provided leadership in Canada for many years by producing long range development plans, cost studies, space utilization studies, and a host of other studies that allow us to do the best possible with the money provided. I do not apologize for what our University has accomplished in the past nor do I defend what is being done in the present. The permanence of yesterday has been replaced by the transience of tomorrow. There should be no debate about the need of universities to change now in order to meet the future tomorrow will surely bring.

On the specific issue of the year round operation of universities, raised by the Minister of Education, it is possible to state unequivocally that there are few academic disadvantages to such an operation, and the decision should rest almost entirely on the economic advantages to be gained. Our studies indicate that there exist serious economic disadvantages, the reason why a twelve-month operation has never been recommended to our Board of Governors. Simon Fraser University adopted the trimester system some years ago, and now regrets the decision that was made. President Strand has informed me that the costs of operating the summer part of the trimester run 14 per cent higher than the corresponding

costs of the other two. However, some things are worth doing in spite of their cost. If the government of Alberta wants a trimester system and is prepared to pay the legitimate costs that such a system entails, I doubt whether there will be any serious opposition to the year round operation of The University of Alberta.

However, action and reaction to specific issues is not the way to build a better educational system. This can only be accomplished by co-operation, and by the free exchange of thoughts, information, and goals, among all who are concerned. The University of Alberta has in the past, and will in the future, co-operate with governments and their agencies in an attempt to improve education and educational opportunities for the people of Alberta.

Let me close by saying that for the first time in history, man has the resources to choose his future. Until society is prepared to accept the slogan of the separatist, "maitre chez nous," and say we are masters in our own house and can now literally choose our future, no real progress will be made. The brave new world will not come from either education or research until society is prepared to choose that future and to build the kind of institutions, political and educational, that will make that future into reality.

IAN McTAGGART COWAN (May 31)

We have moulded the resources of a continent into a way of life previously unknown. As a people we enjoy comfort, health, longevity and the elements for a life experience of infinite variety. Suddenly we discover that this has been gained at an unexpected cost. Month by month the bill of particulars grows larger, more complicated and more alarming as research exposes the insidious ways in which we have influenced the air, water, land, wild creatures and even ourselves. Indeed it will be many years before research permits us to count the total cost and to gain the understanding that will equip us to reverse the trends. Some of our accepted attitudes and operations must be abandoned, some processes we now use and some products we now accept will not stand the scrutiny required by the new environmental ethic and will be discarded.

. . . The great challenge is to recognize not only the opportunities that we can find in our land, but the natural constraints within which we must conduct ourselves as we pursue the human adventure, so that it is constructive rather than destructive, so that the uniqueness of each individual can be nourished and the infinite complexity and magnificence of our natural landscapes,

the tranquility of the wilderness, the host of wild creatures, great and small, the challenge of the harsh and inhospitable, the great natural spectacles of millions of wild creatures moving with the seasons; that all these are retained as we take from the land these things we need. We search not just for survival but for fulfilment as individuals.

ANTHONY JORDAN (June 1)

This setting is a reminder that you have not only reached a goal: you have, besides, opened a door. Through it you behold a wider, higher horizon, and you reach out to touch it—that is your vision—every man must have one. . . But in the foreground, representing your immediate human needs, are what we think of as the realities of existence. When I was a student, there was a saying 'Primo, Vivere, Deinde, Philosophare'—which, being interpreted in 1971, means, first pay the rent, then contemplate your vision. I know that this is not an easy time to get established in life: not everyone of you is certain of a job tomorrow, and there may be an anxious time for some, even for many of you. But, there is no harm, indeed there may be much good for the formation of character, if even prolonged effort is required as you search for your niche in life.

. . . As you leave this hall today to reach out to touch your vision, may I give you as a vademecum, the message of Albert Schweitzer, the servant of the poor in Africa: 'I don't know what your destiny will be, but one thing I know, the only ones among you who will be happy are those who have sought and found how to serve others.'

GEORGE STANLEY (June 2)

Today there is a certain amount of sententious babble in educational circles about the necessity of eliminating fact from the curriculum and teaching undergraduates to think. Professors are accused of polluting the minds of the undergraduates with the garbage of fact instead of cleansing them with the purgative of thought. We heard this sort of thing in my day. It is one of the hardy myths of educational philosophy. I strongly suspect that the undergraduates of today do as much thinking as those of any previous period of the university's history.

Every professor knows that little point is served in merely imparting facts. Facts have value only insofar as they may be used to develop a coherent system of thought. To acquire a body of fact, without ever making use of these facts, is an exercise in memory; at the same time, to indulge in the extra-

vagances of thought without any foundation of fact is no more than an exercise in sterile scholasticism. Fact and thought must go together.

The alchemy that gives significance to fact and to thought is experience. The fact and theory you have acquired during your years at this University are not without validity, or relevance, if that is the better word. And to them experience brings judgement, that quality which gives perspective and direction to all of life's activities. Judgement is not the sole prerogative of the university, its professors or its students. It is the product of experience, experience of life and people, experience in and of the world of reality which you will find outside the unreal world of the university. Judgement comes from contact with people in other walks and levels of life. How often have I found it possessed by men who have worked on the land, in the woods, on the sea, in the factories, and in the ranks of the armed forces. Horse sense is what they usually call it. You will find, as I have found, as you go through life, that it is this third dimension, experience, which gives significance to your education. And if you fail to acquire judgement from experience, then your education will, in truth be both irrelevant and misleading.

To my way of thinking, judgement is a quality much needed in this era of neo-romanticism, into which we have moved culturally and intellectually. Neo-romanticism began in Europe in the nineteen thirties and reached North America after the Second World War. Some of my own generation were affected by it in the thirties and listened eagerly to the political gurus of the day, Marx, Lenin, and G. D. H. Cole. We read the works of Sorel, Kropotkin and Bakunin; but anarchism and violence had no relevance, because we still held to the concepts of rationalism. Unrestrained emotionalisms were not for us.

Today, in some quarters, rationalism is in disfavour. I suppose because it does not hold all the ready answers to current problems. And so it is that the stock of the economist and the physicist, because these disciplines proceed by rational processes, is held in low esteem by some students, while those of the sociologist, the poet, the astrologer and the phrenologist, are enjoying a rising market. In romantic quarters slogans are more popular than logical thought; for the slogan has soul even if it has no meaning; while the rational process, even if it has meaning has no soul. How else do you explain the absence of intellectual content in many of our paintings, and in much of our poetry and our political ideologies? It is the unrestrained romantic, like Byron, who rushes off to secure Greek

freedom, or who, like some of our current generation, rush off to Cuba to gather the sugar crop for Castro. *C'est magnifique, mais ce n'est pas la raison.*

All of this might be relatively harmless and could be dismissed as youthful idealism, were it not for the fact that, lacking the balance provided by reason and the judgement provided by experience, the young romantics are all too easily exploited by the thought pedlars and the drug pedlars, the new power-seeking manipulators in politics and business. Those of you with a historical turn of mind will recall how readily young German romantics of the nineteen thirties succumbed to the appeals of emotion, with dire consequences to the world. And I wonder how many students who parrot the sayings of Mao-Tse-Tung recognize how similar the phrases they are mouthing are to those written by Benito Mussolini? To protest against the heresy of elitism by burning university buildings, is like the burning of books in pre-war Europe. And the demand voiced in some universities for ideological acceptability as a qualification for professorial appointment, has a strangely familiar, and frightening ring about it.

The role of the university should, therefore, be to dilute the enthusiasm of romanticism with the sanity of reason. What we should find in our education is a reasoned balance of rationalism and romanticism.

RALPH F. SHANER

(June 3)

Modern universities have taken on many additional functions. But I am sure that the public which subsidizes universities thinks of them mainly as higher vocational institutions. Let us be honest and admit it, and take satisfaction from it, that this is precisely what all universities have done with fair success. I, for one, am not ashamed to be the transmitter of what is sometimes sarcastically referred to as "mere" knowledge and training.

The student who wants to learn and the teacher who can satisfy that hunger are the essence of a university. For the best results the student should sit at the feet of his teacher; not on his neck.

Of course knowledge is not everything. Professional men and women need certain additional qualities: wisdom, judgement and the like. Educators who deprecate "mere" knowledge have always been fascinated by these more romantic attributes and have aimed to fashion students into cultured and well rounded men, as they say. In this they have not been so successful.

The reason for this lack of success is given by Sumner of Yale in his famous essay on Discipline.

"The great and heroic things which strike our imagination are never attainable by direct effort. This is true of wisdom, culture, or any other of the great ends men seek to attain. We cannot reach any of these things by direct effort. They come as the refined result, in a secondary and remote way, of thousands of acts which have another and closer end in view. If a man aims at wisdom directly, he will be very sure to make an affectation of it."

What no university can do for you, you can do for yourself. Make it a rule to knock off all work an hour before bed-time, shut off that TV and read some good book. You will work better, sleep better, and wake up some morning to find yourself educated.

## CLARK CHASTISES UNIVERSITIES

The Honourable ROBERT CLARK, Minister of Education of the Province of Alberta, addressed the thirty-third annual meeting of the Alberta Chamber of Commerce in Banff on June 1, 1971. Excerpts from his remarks dealing with secondary education in the province are printed below.

I would like to reply to some of the suggestions that were made to the government by the Alberta Chamber (of Commerce) and to enter into a general dialogue with you today on the relationship between business and education in Alberta today and tomorrow.

... The Chamber recommended that a system of standardized measurements of entrance requirements to Canadian colleges and universities be encouraged in order to facilitate inter-provincial mobility of manpower in Canada. In principle, of course, this is a very desirable objective, and some improvement has taken place in this area over the past several years. It is not an area in which any easy answers are available, however, because of the sovereignty of the provinces over education—a very desirable sovereignty I might add—and because various provincial universities have been reluctant to adopt a standardized national university admission test because of a fear that such a test would influence instruction in a manner not intended by their program of study.

That, I realize, is not a very satisfactory answer, and so let me be honest with you: you have raised a good point. We have made only very limited progress in this direction and we are not likely to get any dramatic breakthroughs in the immediate future. The best we can do is chip away at the problem. As Chairman of the Council of Education Ministers, I can tell you that every province is concerned about this question and we are looking at it, but I

can't promise much immediate change.

The Chamber has recommended a reorganized school year to provide year-around operation of the schools on a divided year basis. We have been studying this question for some time and our "school year modification study" is now complete and is under consideration by senior officials of the Department of Education. This report will be made public in the near future and hopefully will stimulate public discussion on implementation. Under present law the organization of the school year is largely the responsibility of the local school board and it is expected that the report and subsequent discussion will prompt school boards to make certain changes in the school year.

The Chamber has recommended year-around operation of our universities in order to improve the productivity of our physical plant and teaching staff.

This is a pet subject with me and I agree completely with you when you say that it is obviously not sensible to have a physical plant valued at well over half a billion dollars sitting semi-idle for four months of the year.

And I think I should tell you that in my opinion our Alberta universities have been neglecting their responsibility to get maximum use out of the physical plant they now have. We have been exerting some persuasion over the past several years to try and get the universities to go to twelve-month operation. So far, the universities have dragged their heels.

There is presently before a committee of the General Faculties Council of The University of Alberta an assignment to report on the advisability of going to twelve-month operation. The report will be made public in the next month or so. I am informed that the committee is likely to recommend against twelve-month operation.

I should tell you that the government is becoming impatient with the conservatism of some of our university people when it comes to improving the efficiency and productivity of our institutions. As you may know, the Northern Alberta Institute of Technology in Edmonton and the Southern Alberta Institute of Technology in Calgary—both run by the Department of Education—now plan to operate on a twelve-month basis and we have not received any complaint from these institutions that the idea is unworkable.

Therefore, when the current-five-year capital building program of the universities ends, and when the unemployment rate drops and our construction industry recovers its momentum, perhaps some consideration should be given to a freeze on further building at the Universities of Calgary and Alberta until their utilization of existing

plant has measurably improved.

Let me stress that I would not consider doing this until our construction industry recovers its momentum, because I do not think we should purchase increased university efficiency at the cost of men's jobs in the construction industry.

## PRESS COMMENT

*An editorial in The Calgary Albertan for June 4, 1971, under the heading "Enter Professor Clark—with shotgun," concluded with the following paragraph.*

No doubt a good many of our university people are reluctant to change their set and often comfortable ways. No doubt they need a bit of prodding. But Mr. Clark has gone about it clumsily. He clearly lacks both a precisely defined objective and a well-considered plan for its attainment. Because of this, and because of his insistence on talking about university efficiency and construction employment in the same breath, he has succeeded only in raising the spectre of politically motivated and ill-considered interference with university autonomy.

## ADVISORY COMMITTEE FOR 'FOLIO'

The Advisory Committee for FOLIO met on May 3, 1971. Members of the Committee considered ways in which FOLIO could serve its readers better during a year of financial stringency.

### OFFICIAL ANNOUNCEMENTS AND NOTICES

It was agreed that the publication of official announcements from the Board of Governors, the General Faculties Council, the President's Office, and others, was still the most important function of FOLIO.

It was suggested that University offices in the central administration and elsewhere should make greater use of FOLIO for circulating their notices. When a notice is circulated in FOLIO, rather than as a separate piece of paper, it costs the University less in total funds spent, and, in addition, does not burden staff members with extra mail.

### NEWS COVERAGE

It was agreed that the Editor should arrange for a reporter to be present at all open meetings of the Board of Governors, the General Faculties Council, and the Senate. A summary of their proceedings should be published in the next issue of FOLIO; it should be marked "By FOLIO Staff" so that readers would not confuse it with any official statements given to FOLIO by the secretaries of these bodies.

Committee members hoped that by providing a news report on important University meetings, FOLIO could remove its readers from the awkward position of being dependent upon *The Edmonton Journal* for an immediate report, and having to wait for the publication of the minute summary prepared by the secretaries of these bodies. The official statements and summaries will still be published, however, as desired.

It was also agreed that FOLIO should publish news of general interest to its readers, and that when there was likely to be more than one point of view on a subject, the editor should publish representative information on each widely held opinion.

### LETTERS TO THE EDITOR

It was agreed that the Editor should publish letters received, if they are brief, of general interest, and signed by their authors. Letters may be published in whole or in part.

### PERSONAL NOTICES, DISPLAY ADVERTISING AND FINANCES

As funds are limited for all University operations, it was agreed that FOLIO should seek outside revenue through display advertising. It was noted that FOLIO enjoys a readership which many advertisers would regard as a good market. This market is only partly served by *The Gateway*, and in any case *The Gateway* last year refused a great deal of advertising as its columns were full. The Editor was asked to set appropriate advertising rates, and engage a commission salesman.

The Personal Notices were also considered. It was agreed that this was a very useful service to readers, but that those placing notices should be asked to pay a small fee. (Details will be found at the head of the Personal Notices column.)

### BUSINESS MANAGER

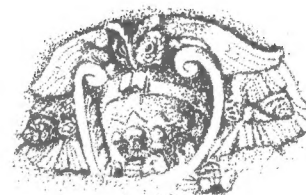
A. S. KNOWLER, Chief Accountant in the Office of the Comptroller, is to serve as Business Manager for FOLIO. Committee members agreed that they should have the assistance of a Business Manager as FOLIO faced higher costs, and entered the advertising field.

### CONSULTATION WITH STUDENT BODIES

The Editor was asked to meet with the Executive Committees or Councils of the Students' Union and the Graduate Students' Association, to hear their views on how FOLIO served them. It was agreed that if this were done at least once a year, it would not be necessary for the Committee to make any recommendations on its own composition.

The Advisory Committee for FOLIO is a Committee of the President. Its members are listed on the publication's masthead.

# The Stone Owl



ALF

Two Fridays ago Alf Hartwig cleared his desk on the business end of Printing Services for the last time. Practically every workday morning for forty-eight years and some months he had come to his job in the University's Printing Department; now he may get up when he wants to and potter as he pleases, all with a characteristic sense of satisfaction.

His was the longest work record on the campus at the time of his retirement and the longest among support staff in the University's history.

On January 23, 1923 Alf joined the Printing Department at the age of sixteen as a delivery boy. This was not the first time he had worked at the University; three years before he cleared tables in Athabasca Hall during his summer holidays. Following public school he took a course in printing at the Edmonton Technical School and worked three months in a calendar agency downtown. He had come to Edmonton as a six-year-old in 1913 with his parents, from a town in Washington near the Grande Coulee Dam.

In the University print shop Alf began by delivering finished jobs, sweeping floors, and carrying out rubbish. Once, during his sweeping phase, he put down his broom to stitch a book for Dr. Tory, the University's founding President, while the more senior men in the shop gaped from behind the press. Alf has worked under all seven of the University's Presidents.

Three months after he was hired Alf was invited to "come in" to take his apprenticeship. From that time until 1937 he worked in the composing room. That year he became supervisor of the University's entire printing operation, a position he held for thirty-two years until this May.

When he first came there were only four others in the department, not counting the late James Bill who hired him. Mr. Bill doubled as the coach of the campus football and basketball teams. Printing was housed in the northwest corner of the Arts Building basement in a room less than a quarter the size of the department's press room now. In 1942 the department moved into its "temporary" hut between the Medical Sciences Building and the Engineering Building. "It was supposed to be for five years," Alf





Mr. Hartwig

laughed, "but we stayed there for twenty-five." Finally in 1967 Printing Services moved into its present space, four times the space of the hut and now just about as crowded.

When Alf was hired the Printing Department did all the University's printing and that of the hospital. Diplomas for graduating students were handlettered on parchment by one of the professors; later the professor's letter design was put into type and the diplomas printed, though the names were still hand-lettered. The 3,400-odd diplomas that were handed out this spring were all printed, even the names (though the names were all hand-set), in English rather than Latin, and on paper instead of parchment.

Shortly after Alf joined the staff, the department took on the job of printing annual reports for the government, a job which carried on for many years until the pressure of University printing made it necessary to discontinue. Printing Services now produces a hundred academic and professional journals each year, plus FOLIO, plus NEW TRAIL, plus the University *Calendars*, and plus *The Gateway*, which the department has printed since its beginning.

In forty-eight years Alf has seen a lot of changes in both his profession and the University where he worked. Professionally he has a certain nostalgia for the craftsmanship required by the older techniques when all printing was letterpress. "A compositor had to set his type so he could lock it into a chase and not have his type scattered in hundreds of bits all over the floor. When he had done that," said Alf, "he could feel he had accomplished something." But Alf is the last man to resist change, and he is as proud as anyone of the highly sophisticated offset work done by the department now.

The University was a far different place to work in the twenties and thirties when "everybody knew everybody else." "We had to make our own fun, and we did." Alf remembers when he and several of "the boys" who also

worked in the offices in the Arts Building formed a hockey team called the Varsity Blackhawks. The team, completely unofficial of course, played in the Edmonton commercial league and won the city championship several times running. Clarence Campbell used to referee the games regularly. "Now, though," Alf says, only a little sadly, "you don't even know the people who came through the same building."

Our own reminiscences of Alf are particularly fond, recollections of his concern for and appreciation of quality. One could, and often did, go streaking down to his office with late material and an impossible deadline. Somehow Alf always came through.

Alf has all kinds of things he wants to do in his retirement—"I don't see why I should sit twiddling my thumbs. I'm not the type to let the world go by my feet." He likes to do things with his hands: tinkering with automobile engines, building things, restoring antique clocks. He wants to travel, too, and he and his wife Jean plan to spend some time relaxing at their cottage on Gull Lake and, in the winter, on beaches in Hawaii, a particular favorite vacation spot for Alf.

I wonder if he will miss the clatter of the linotype and the varying rhythms of the presses.

—J.F.R.

## NOTICES

### TANZANIAN TEACHER PROJECT

CIDA and The University of Alberta have signed an agreement for a teacher education project to be sponsored by the Department of Elementary Education. Under the program Tanzanian teacher educators will come to the University to study for a one-year diploma. Initially, the project has a three year duration, with a total expenditure estimated to be \$400,000. MYER HOROWITZ, Professor and Chairman, Department of Elementary Education, has been named Project Director.

### GRANT FOR POLICE PROJECT

L. CRAIG PARKER, Counselling Psychologist at the Department of Extension and Student Counselling Centre, has received a \$5,000 grant from the Alberta Human Resources Research Council for a two-part research and training project directed at improving communications between police and citizens. The first part of the project involves the development of a training film in which a series of communications situations will be dramatized. Each of these situations will illustrate the use or lack of empathy on the part of the policeman. The second part of the project involves the use of film as a means of assessing effectiveness of a training

program designed to enhance police empathy.

Dr. Parker has previously conducted research into the empathy and helpfulness of various professional "helper" groups. At present he is assisting both the local Royal Canadian Mounted Police and the Edmonton City Police with in-service training programs.

### MASTER OF FINE ARTS (PLAYWRITING)

The Department of Drama at The University of Alberta will offer a Master of Fine Arts in Playwriting, commencing in the fall of 1971. The program, which normally takes two years, is under the direction of JOHN BENJAMIN TARVER, Associate Professor. Assistantships up to the value of \$3,000 are available to selected applicants, plus remission of fees and limited travel expenses. The Department of Drama is one of the largest and best-equipped in Canada, and will move into the new Fine Arts Centre which is scheduled for completion in the fall of 1972.

Mr. Tarver is a well-known playwright, having written the book for *Man With a Load of Mischief*, which played off-Broadway, *One of Our Millioinaires is Missing*, and most recently, an adaptation of Calderon's *Life is a Dream*.

### DIGITIZING SERVICE

The Department of Technical Services is interested in coming into contact with anyone who has at present or will have graphic data that needs to be digitized for subsequent computer assisted analysis. The graphic data could be in the form of maps, slides, film, engineering drawings, strip charts, etc.

If it can be demonstrated through contractual arrangements for work to be done, that a sufficient amount of this type of (data reduction) requirement exists and that it is not at the present time readily available on campus, Technical Services will attempt to provide a digitizer for general campus use. This equipment would be located centrally and made available on a per hour or per day basis. The charging would be on a cost per hour basis if the user digitized his own data, or on a cost per point digitized if the digitizing service was provided.

A digitizer consists essentially of a table with moveable cursor, a control circuit containing the X and Y co-ordinate registers and an output device. This output could be on cards, magnetic tape, punched tape or typewriter. Cost for a basic system of this nature is approximately \$20,000.

If you have need for this type of a device now or foresee a use for it at some future date or need some more information or have some ideas on the subject, please communicate these needs and/or ideas to MARTIN DE LEEUW at 5835 or at Room 372, General Services Building.

## PERSONAL NOTICES

*Notices must reach the Editor by 9 a.m. the Friday prior to the publication, and must not exceed 35 words.*

### ANNOUNCEMENT

*Due to the increased cost of publishing FOLIO, and the lack of funds for University operations this year, "Personal Notices" can no longer be published as a free service after next week. Beginning with the issue dated June 24, readers will be asked to pay a small fee for their advertisements.*

*Notices must be received by 9 a.m. the Friday prior to publication. Rate is seven cents per word for the first insertion and five cents per word for subsequent insertions ordered with the first. To avoid billing, notices MUST BE PAID IN ADVANCE. For assistance or order blanks, telephone Mrs. Adrienne Lent, 432-4991.*

### Accommodation available

- FOR RENT—New four-bedroom house, Royal Gardens district. Broadloomed, living-dining area, fireplace, powder room, stove, fridge, dishwasher, washing machine, dryer; double garage. 489-7746 after 6 p.m.
- FOR RENT—August 4 to September 8, one-bedroom furnished apartment, 10 minutes from University. Janko 432-3704 or 432-7273.
- FOR RENT—Three-bedroom apartment in new low-rise block, five minutes by car from campus. Available from September 1, unfurnished. \$200 per month. 439-5358.
- FOR RENT—One male grad student wanted to share three-bedroom apartment with two others until August 31. 439-5358.
- FOR RENT—Four-bedroom cottage completely equipped, open fireplace. Kapasawin, Lake Wabamun. \$65 per week. 482-4332.
- FOR RENT—Four-bedroom home, main necessities furnished, two full baths, double garage, outdoor patio and barbeque, spacious surroundings. Windsor Park. Summer rental \$325 per month. 433-2819 mid-day or evenings before 6 p.m.
- FOR SALE—Windsor Park house, 11740 University Avenue, four bedrooms (three upstairs, one in basement), two baths, large rumpus room. Well treed landscaped lot. Available July 1. \$32,500. 439-0388.
- FOR SUBLET—One-bedroom unfurnished apartment in Garneau Towers—east view. From July 1 to January 31, 1972. Parking stall included. Pleasant apartment with many conveniences, sundeck and pool. 432-7635 evenings.

### Accommodation wanted

- WANTED—Room and board. Indonesian student studying in Edmonton over summer wants room and board with talkative family to practise English. Leave message with Carol, 432-4145, days.
- WANTED TO RENT—Professor, wife and child need fully furnished home for period of 8-12 months beginning September 1. Willing to pay up to \$175 per month. Department of History 432-3270.
- WANTED TO RENT—Two-bedroom house or townhouse, preferably furnished, from August 1, 1971, for faculty couple without children or pets. Phone Department of Classics 432-3456.

### Automobiles and accessories

- FOR SALE—Two Firestone tires, 4-ply nylon, 6.00 x 13, \$25 pair; also two 13-in. rims for Datsun, \$5 per pair. 439-2847 after 5 p.m.

- FOR SALE—1964 Ford Econoline window van. Standard 6, economical and clean. \$750. Days 5285, evenings 899-3359.
- FOR SALE—1962 Falcon stationwagon, \$350 or best offer. 489-6741.
- FOR SALE—1971 Volkswagen 411 stationwagon, red, automatic, fuel injection, stereo tape, AM/FM radio, radial tires, many other extras, 600 actual miles, balance of 24 months or 24,000 mile warranty. Considerable discount. 489-8890.
- FOR SALE—1969 225 cu. in. Valiant. Manual transmission, 24,000 miles. Excellent condition. \$1,600. 434-5932.
- FOR SALE—1968 Rambler American. 19,000 miles. \$950. Dave 422-5552.
- FOR SALE—Leaving for East. 1958 MG Magnette, restored, new engine, new paint. 1962 Mg Magnette for parts. Both for \$450. Also Honda 50 scooter for \$50. 439-6119.
- FOR SALE—1968 Datsun 1600 deluxe, going foreign. Excellent condition, new tires, recently aligned. \$1,250. 432-4013, 479-7809.
- FOR SALE—1967 Volvo 122S two-door, radials, new paint, excellent mechanical condition. 432-4997, 488-8698 after 5 p.m.
- FOR SALE—1966 Ford Fairlane convertible, 289, PB, PS, automatic. 432-4391 or 599-3816.
- FOR SALE—Apache Buffalo tent trailer, like new. Sleeps six, has dining nook, sink, stove, and ice box. Individual torsion bar suspension on both wheels. 434-5809.

### Goods and services

- FOR SALE—Tennis racket. Good condition. Best offer. 439-1519 evenings.
- FOR SALE—Slazenger steel tennis racket. Strung with top quality gut. As new—\$40. 439-5358.
- FOR SALE—Admiral dishwasher, less than one year old. 435-7029 after 6 p.m.
- FOR SALE—Canoe, 15-foot aluminum Princecraft. Includes paddles, lifejackets, roof rack. \$220. 432-4013, 479-7809.
- FOR SALE—Canon QL camera with f1.7 lens and case. Excellent condition. New \$125, will sell for \$80 or nearest offer. One lawnmower, \$10. 434-7392.
- FOR SALE—Air-conditioner, apartment size; powder desk; light fixtures; bedroom suites. All like new. 488-6482.
- WANTED—Little portable TV in good working condition (under 16-in. screen). Also portable record players in good condition. 488-6482.
- AA MEETINGS—The University AA group holds regular meetings every Monday at 8:15 p.m. in Room 379, Central Academic Building. All interested parties welcome.
- WANTED TO BUY—Dual 1209 auto turntable. Frank 432-4991.
- FOR SALE—9 ft. x 12 ft. bungalow tent with awning, used one season. Two sets camp cots, make into 2 double bunks or 4 singles. \$100 for whole outfit. 4922 or 599-6225.
- FOR SALE—Deluxe wringer washer \$35. Baby chair, converts to table \$10. Crowncord two-speed, two-track tape recorder \$50. 435-7186.
- LESSONS—Will give tennis lessons for reasonable rates. 424-3329 after 6 p.m.
- FOR SALE—Bedroom suite, satin walnut finish, excellent condition. Double bed (headboard, spring and mattress). Nine-drawer chest with 34 in. x 60 in. mirror, four-drawer chest and night table. \$200. Delivery can be arranged. 434-3749.
- FOR SALE—Humidifier with humidity control, variable fan speed, 8.5-gallon capacity \$50; wooden table and two chairs \$10; room divider/bookshelf \$20; wooden bed base (new) \$40; typing table \$5. 489-6741.
- FOR SALE—Clarinet, Noblet ebonite \$50; oboe, B & H ebonite \$250; TV, Admiral 21-inch \$40. 432-3979 days or 435-7762 evenings.

- FOR SALE—Sony radio AM/FM \$20 (new \$45), brand new room heater \$9 (used only once), VW gas heater \$50, TV \$35 (good condition). Near University, come and see. 439-6127.

- FOR SALE—Sony tape deck, model 250. \$100. 434-5932.

- WANTED—Person flying to Denver or Dallas last of June, first of July, to accompany child age six. 432-5719 days, 439-8380 evenings.

- FOR SALE—Crib 30 in. x 54 in., with mattress (two months old) \$25. Black and white 23-in. TV in working condition. \$25. 432-5726, 433-3746.

- FOR SALE—Portable Royalite typewriter \$30; two-band Sony transistor radio \$40; rocking horse \$8; car seat \$4. 434-8140.

## POSITIONS VACANT

### WRITER FOR 'FOLIO' AND 'NEW TRAIL'

A writer is sought for the University Publications Office. The position requires initiative, independent judgment, and creativity. Candidates should have a bachelor's degree (or better) in English, history, or another appropriate discipline, some related experience, an interest in the University, and exceptional ability with written English. This is a full-time, permanent position. For information, telephone F. W. Samis, Publications Officer, 432-4991.

### ADVERTISING SALESMAN FOR 'FOLIO' AND 'NEW TRAIL'

An advertising salesman is sought for FOLIO and NEW TRAIL. He or she will solicit display advertisements, largely from firms located in Edmonton, for publication in the University's two official periodicals. The salesman will be paid a generous commission, but will not receive (or be deducted for) usual employee benefits. This is a part-time, year-round position. It is anticipated that an ambitious student could comfortably "work his way through college" in this position. Preference will be given to a student with some training or interest in advertising who is prepared to continue in this position for at least a year. For information, telephone F. W. Samis, Publications Officer, 432-4991.

### NON-ACADEMIC STAFF

*Applicants are sought for the following positions. The Personnel Office (Room 121, Administration Building) will provide further details to interested persons, who are asked not to approach the departments directly.*

- Clerk Typist I (\$274-\$350)—Graduate Studies; Bookstore
- Clerk Typist I-II (\$274-\$405)—Comptroller's Office
- Clerk Steno II (\$333-\$425)—Extension; Institutional Research; Psychology
- Student Record Processing Clerk (\$386-\$491)—Education—Student Records
- Clerk Steno III (\$386-\$491)—Pathology
- Secretary (\$446-\$569)—Industrial and Vocational Education
- Senior Key punch Operator (\$405-\$516)—Educational Research
- Electronics Technician II (\$491-\$627)—Electrical Engineering
- Photographer (open)—Department of Art and Design
- Business Machine Technician (\$468-\$691)—Technical Services—Office Equipment and Repair
- Chemistry Technologist I (\$542-\$691)—Physics
- Biochemical Technologist I (open)—Surgery (Orthopaedics)
- Warehouseman (\$350-\$446)—Bookstore; Central Stores
- Operations Supervisor (\$840-\$1,074)—Computing Services